

# Institutional Report

CURRENT PEPP STANDARDS	PROPOSED CHANGES TO RULES New Rule (10.58.312)	COMMENTS
Draft June 17, 2014		
	<b>Initial Program Components</b>	
<del>10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION</del>	<u>CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</u>	
<del>(1) The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit assessment system includes all elements of the "rigorous state test" for recommendation for initial licensure. Candidate content knowledge and information from the test is provided to the Office of Public Instruction annually.</del>	<u>(1) The provider:</u>	
	<u>(a) demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure.</u>	
<del>(a) The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and</del>	<u>(b) presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission. The provider demonstrates efforts to know and address local, community, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;</u>	



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<p><del>programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs, are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.</del></p>		
<p><del>(b) The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to</del></p>	<p><u>(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates.</u>  <u>The provider designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs. These data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence.</u> These data are regularly and systematically compiled, summarized, and analyzed to improve the <u>applicant pool, and</u> candidate performance, program quality, and unit operations.</p>	



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<p><del>improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.</del></p>		
<p><del>(c) The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively, to help them reflect on their performance and improve it.</del></p>	<p><u>(d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;</u></p>	
	<p><u>(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains;</u></p>	



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	<u>(f) prior to recommending any completing candidate for licensure, it documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and</u>	
	<u>(g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

